

INDIAN LAND HIGH

8361 Charlotte Hwy
Fort Mill, SC 29715

GRADES 9-12 High School

ENROLLMENT 405 Students

PRINCIPAL Mary L. Bernsdorff 803-547-7571

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	4	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Excellent	Good	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	74.2	69.4	59.5	75.5	74.0	74.1
Passed 2 subtests	14.4	14.1	23.0	14.5	14.8	14.5
Passed 1 subtest	10.3	10.6	10.8	7.0	7.4	6.6
Passed no subtests	1.0	5.9	6.8	2.9	3.9	4.0

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	93	97.8	84	10.7	91	89.0
Gender						
Male	46	95.7	38	13.2	45	82.2
Female	47	100.0	46	8.7	46	95.7
Race or Ethnic Group						
African American	10	90.0	8	0.0	10	60.0
Hispanic	N/A	N/A	0	N/A	0	N/A
White	83	98.8	76	11.8	81	92.6
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	N/A	N/A	6	0.0	6	100.0
Students without disabilities	93	97.8	78	11.5	85	88.2
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	93	97.8	84	10.7	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	93	97.8	84	10.7	91	89.0
Lunch Status						
Subsidized meals	19	89.5	15	0.0	14	0.0
Full-pay meals	74	100.0	69	13.0	77	99.0

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	10.7	22.7
Seniors who met the SAT requirement	16.7	24.3
Seniors who met the grade point average	66.7	55.7

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 405)				
Retention rate	N/A	N/A	7.3%	7.3%
Attendance rate	95.7%	Down from 97.2%	95.5%	95.5%
Eligible for gifted and talented	0.4%	Down from 3.1%	9.9%	5.1%
With disabilities other than speech	9.7%	Up from 8.4%	10.3%	12.2%
Older than usual for grade	7.2%	Up from 5.0%	8.1%	10.1%
Suspended or expelled	5.2%	Down from 5.9%	2.5%	2.3%
Enrolled in AP/IB programs	25.2%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	3.9%	Down from 4.0%	3.0%	2.7%
Career/technology students in co-curricular organizations	20.8%	Up from 13.8%	3.3%	3.2%
Enrollment in career/technology center courses	298	Up from 268	804	433
Students participating in worked-based experiences	89.8%	Up from 89.6%	24.7%	26.3%
Career/technology students mastering core competencies	81.7%	Up from 70.9%	77.8%	74.9%
Career/technology completers placed	100.0%	No change	100.0%	99.5%

Teachers (n= 28)

Teachers with advanced degrees	35.7%	Down from 37.0%	53.7%	51.7%
Continuing contract teachers	75.0%	Down from 77.8%	82.7%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.5%	No change	86.5%	85.1%
Teacher attendance rate	96.7%	Up from 93.0%	96.0%	95.8%
Average teacher salary	\$38,015	Down 3.0%	\$40,480	\$40,303
Prof. development days/teacher	13.6 days	Up from 12.6 days	8.5 days	10.3 days

School

Principal's years at school	1.0	Down from 2.0	3.5	3.0
Student-teacher ratio	28.8 to 1	Up from 25.0 to 1	28.4 to 1	26.2 to 1
Prime instructional time	90.9%	Up from 87.7%	91.3%	90.1%
Dollars spent per pupil*	\$7,589	Up 8.0%	\$5,320	\$6,279
Percent spent on teacher salaries*	54.1%	Up from 51.3%	58.3%	57.8%
Opportunities in the arts	Poor	Down from Good	Excellent	Excellent
Parents attending conferences	88.1%	Down from 99.0%	88.0%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Indian Land High School community successfully completed the first year of implementing its SACS improvement plan. Learning to Learn goals were achieved through faculty and parent training, and student training, coaching, mentoring, and journal writing. Continuous parent training was done through the school newspaper and a video was produced and made available to all.

Another major focus was improving school climate, by creating a warm, friendly, and safe atmosphere, with an emphasis on academics. All stakeholders, especially students were used as a valuable source of input. Many maintenance and cleaning concerns were addressed as well as social, emotional, and academic needs. Improvements included a cleaner and well maintained facility and grounds, the addition of six academic/skills based clubs, the creation of a school based radio station, raised SAT scores, greater student participation in extra curricular activities, improved parent-school communication, and more efficient use of classroom time.

Indian Land High School fully supports and implements The South Carolina Comprehensive Developmental Guidance and Counseling Program adopted by our district in 2002. This allows the counselor to work more frequently with a greater number of students. The counselor's six basic roles include Program management, Guidance, Counseling, Consultation and Student Advocacy, Coordination and Collaboration, and Interpretation of Assessments. Student and parent comments have been very positive about the change of focus and strengthened communication from the guidance department.

Students and organizations from Indian Land High School won numerous awards, scholarships, and titles during this school year. Among their achievements and titles are the highest SAT score in the county, president of the State FFA, State Champion Softball Team, JROTC Honor Unit with Distinction, first place in both State Live Stock Evaluation and Equine Proficiency, District SAT winners, and ninety-eight percent of our seniors are planning to further their education after high school. We are committed to more improvements and more successes.

Mary L. Bernsdorff, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	66	26
Percent satisfied with learning environment	84.4%	54.5%	57.7%
Percent satisfied with social and physical environment	87.5%	61.5%	45.8%
Percent satisfied with home-school relations	54.8%	74.2%	72.0%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.